

**DETERMINING COMPONENTS OF AND DELIVERY METHODS FOR “SOFT
SKILL” EDUCATION FOR THE FIRE SERVICE**

STRATEGIC MANAGEMENT OF CHANGE

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ABSTRACT

The majority of fire service personnel are trained for fire ground operations. The incorporation of “soft skills” is the human side of the fire service that is rarely taught to personnel. Development of a curriculum that incorporates the human side of fire service operations and is delivered through lecture, written material and hands-on training to fire department personnel is essential to comprehensively educate the fire service.

The problem is that fire service training in the “soft skills” is not readily available in New Jersey to educate fire department personnel with the tools necessary to achieve internal and external relations within the fire department and the community.

The purpose of this research project is to determine the essential components of “soft skill” education and identify the delivery methods necessary for effective growth of internal and external fire service relationships. Descriptive, action and evaluative methods were employed to answer the following questions:

1. Should training in the “soft skills be included in fire service education?
2. What “soft skill” components should be included in fire department personnel training to foster the internal: fire department and external: community relationships?
3. What training delivery methods can best facilitate the delivery of such educational programs for the fire service?

The procedures used to complete this research included a literature review; interviews and surveys of fire oriented groups.

The results of the research included the substantiation of the literature reviewed and the determined components to develop of a statewide curriculum for the “soft skill” education of firefighters.

Recommendations of this research project included the development of a curriculum that includes the components of “soft skill” education to include communication techniques, team building, cultural diversity / sexual discrimination, conflict resolution / consensus building, civility and humanity. The curricula would incorporate lecture, written material and hands-on training.

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INTRODUCTION

New Jersey's firefighters are well trained in all aspects of fire ground operations, fire suppression, strategy and tactics. Rutgers University through the Center for Government Services (CGS) educates all aspects of the fire service to include firefighters, fire service instructors, fire inspectors, fire officials and fire officers. Certification and continuing education seminars in New Jersey are funded through a grant from the Division of Fire Safety. These seminars are provided free of charge to the fire service community for recertification of licenses and fostering general knowledge.

In order to efficiently effect change within fire departments and the community, the fire service must understand the basic components of relationships and develop a human side of fire department services known as the "soft skills." The problem is that fire service training in the "soft skills" is not readily available in New Jersey to educate fire department personnel with the tools necessary to achieve internal and external relations within the fire department and the community.

Several curriculums exist within the emergency service spectrum containing components necessary to develop a program addressing relationship between fire department members and the municipality they serve. While knowledge of "soft skills" components exist, fire service curriculums which serve to facilitate change through communication techniques, team building, cultural diversity / sexual discrimination and conflict resolution have not been combined into one program. Determining the necessary components for developing a curriculum focused on the "soft skills" is essential for fire service education with respect to both internal and external relationships. Identification of an effective delivery method, incorporating lecture, written material and/or hands-on training, is necessary to promote this type of education.

The purpose of this research project is to determine the essential components of “soft skill” education and identify the delivery methods necessary for effective growth of internal and external fire service relationships. Descriptive, action and evaluative methods were employed to answer the following questions:

1. Should training in the “soft skills be included in fire service education?
2. What “soft skill” components should be included in fire department personnel training to foster the internal: fire department and external: community relationships?
3. What training delivery methods can best facilitate the delivery of such educational programs for the fire service?

BACKGROUND AND SIGNIFICANCE

Traditionally, the fire service is a reactionary organization. The reaction is often the result of a devastating event, which occurred, forcing change. Unfortunately, for most of the fire service, change has not significantly occurred with respect to communication, diversity, civility, etc.: the human components of firefighting known as the “soft skills.” The author has completed an Applied Research Project entitled, Existence Of Fire Department Curriculum For Educating Public Officials, for the Executive Development course within the Executive Fire Officer Program. Results of the research concluded that development of a course with which to educate fire service personnel in the “soft skills” was necessary to allow for effective with elected officials. These same skills would also allow for more effective relationships both internally with other members of the fire service and externally with the community who is able to influence the elected official’s at all governmental levels. Prior research by the author suggests that training dealing with communication, ethics and values would be welcomed by the fire

service. Education resulting in the implementation of these tools would effect change and move the fire service into a proactive mode inter-departmentally and externally within the community.

A specific recommendation of the Applied Research Project by the author concluded: “The so called, “soft skills,” should be included as a primary building block for the curriculum as networking, communication and building relationships with elected officials are a large part of dealing within the political arena...These skills need to be developed at the entry level in every firefighter and be built upon over the length of the career. Such skills are necessary for use at the local level and continually developed for future use on a much larger scale. Since a national curriculum does not exist, research should continue to determine what areas [components] would be included for such a program to be developed.”(Bainbridge, 2000, p. 50.)

As the fire service enters the new millennium, steps have been taken to appropriate funding for the fire service. Through passage of the FIRE Act in 2000 and appropriations funding the bill in 2001, grant monies will become available in seven categories for fire departments. The United States Fire Administration (USFA) must award these grants prior to October 30th, 2001. The effect of this opportunity must force the fire service to become politically active in order to raise the percentage of matching funds to be committed in order to secure monies for these grants. Depending on the fiscal cycle of individual organizations, municipal intervention will become necessary to appropriate matching funding at the local level.

Recent developments in the 2002 Bush Administration budget have proposed drastic reductions in the grant funding, United States Fire Administration (USFA) funding and federal fire related programming. These budget cuts make funding of fire training and other related programming the responsibility of each state and local government. The need for the fire service

to effect relationships with governmental organizations and the community magnifies the need for teaching the “soft skills.”

Being part of the fire service means being involved in one of the most risky professions known. Risk, is reduced through training resulting from many generations of errors and tragedy. The fire service is steeped in over two centuries of tradition resulting in strictly defined training for mitigating emergency situations through operations. A favorite statement from unknown author defines the fire service as, “Two hundred years of tradition, unimpeded by progress.”

Resistance to change, symbolic of the fire department relationships, presents itself in organizational communication, both internally and externally. Sharon Wegscheider-Cruse states, in her book, *Learning to Love Yourself*, “Risking is about taking chances. If your life is ever going to change for the better, you’ll have to take chances. You’ll have to get out of your rut, meet new people, explore new ideas and move along unfamiliar pathways” 1987, p. 82.)

Educating personnel regarding the behavioral and attitudinal modification through the indoctrination of basic “soft skills” would encompass risky behavior while facilitating a change in traditional education. Chief Randy R. Bruegman of Hoffman Estates (Ill.) Fire Department states, “Politics is a real process. Politics is a real and essential fact of life, especially for those of us who are chiefs or aspire to be. It’s the one aspect of the job we’ve had little training for...We know from our own experience, however, that what is written might not reflect how it really works on a daily basis.” (1995, p. 56.) Internal and external political agendas are at work in the fire and emergency services whether they present themselves in a formal or informal political structure.

Matt Schuler of Eugene, Oregon, stated in a PowerPoint presentation regarding change, “A proactive attitude and approach to change more often leads to long-term organizational

success.” (2001, p.1.) Schuler further states that, “Change Behavior for Leaders [includes being a] Communicator –frequent, open, listening, [a] Collaborator – involving others, [a] Demonstrator – modeling behaviors [and an] Educator – conveying purpose, reason, effects of change.” (2001, p. 2.)

“The so called, “soft skills,” should be included as a primary building block for the curriculum as networking, communication and building relationships with elected officials are a large part of dealing within the political arena. Ron Coleman and Hal Bruno both confirm this necessary tool in their articles in *Firehouse* and *Fire Chief* magazines. These skills need to be developed at the entry level in every firefighter and be built upon over the length of the career.” (Bainbridge, p. 51.) This philosophy extends to building relationships within the fire department and the community.

Harry Carter, in *The Human Side of Firefighting*, states, “as we move through our lives in the fire service, we seem to constantly be hung up on the matter of technical excellence. Bigger is better, faster is better, and technical change is the order of the day. To many in the fire service, it is all about smoke, flames, and fire trucks.” (Carter, 2001, p.1.) Much of the educational opportunities available inter-departmentally, at county academies and statewide through various fire service organizations reflect Dr. Carter’s sentiments. Rutgers University and the Division of Fire Safety provide fire officers, fire service instructors and firefighters with a minimum of 110 educational opportunities annually. Of these courses, only two seminars elude to the “soft skills,” *Managing Quality Within the Fire Department* and *Management Skills for Fire Service Officers*. (Saperstein, (2001.) p.9.) The significance of the problem, as it relates to New Jersey’s Fire Department’s is that, while the majority of training is suppression,

inspection and fire ground strategy / tactics oriented, the human components or “soft skills,” have not been determined nor delivered as a curriculum for fire service use.

A survey was compiled while at the National Fire Academy (NFA) and piloted in the *Strategic Management of Change* (SMOC) course, then distributed to eight classes held at NFA during January 8th and 19th, 2001. A similar survey was compiled and distributed in the State of New Jersey during seminars presented in the Fire Service Curriculum by Rutgers University in conjunction with the Division of Fire Safety (DFS), Department of Community Affairs (DCA).

This applied research project has been completed in accordance with the requirements of the *Strategic Management of Change* Course in the Executive Fire Officer Program of the National Fire Academy. The problem addressed in this research paper applies to three modules in SMOC: Module 1, *Introduction to Change Management*, Module 3, *Managing Change* and Module 4, *Leading Change Using the Change Management Model*.

Introduction to Change Management applies through implementing the enabling objectives of *Change*, specifically, “Recognize the need for change in fire and emergency services,” (USFA, 1996, pp. SM 1-1.) and subsequent to the enabling objectives listed under *Communication and Team Building and Group Interactions*.

“Managing Change Using The Change Management Model” is explained by the statement, “In an industry that is, as a whole, governed by a reactionary paradigm, one of the most necessary skills to develop is the willingness to move out of the established paradigm.” (USFA, p. SM 3-3.)

Finally, reengineering the thinking of the fire and emergency services relates to Module 4: “Leading Change Using the Change Management Model” through reengineering the current skills taught to personnel and determining change requirements.

LITERITURE REVIEW

The majority of fire service training received by personnel is based on strategy, tactics and fire ground operations, or psychomotor skills that allow for mitigation of a hazardous situation. Life safety is the number one priority, followed by hazard mitigation and property conservation. The firefighter's training is based mainly on reactions to rectify whatever hazardous situation is present.

The definition of Type A behavior is synonymous with many firefighters' definition of the fire service. Type A behavior patterns are often seen in those who chose to become firefighters. Type A behavior as defined by Meyer Friedman, M.D. and Ray H. Rosenman, M.D. is, " an action-emotion complex that can be observed in any person who is aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and if required to do so, against the opposing efforts of other things or other people. It is not psychosis or a complex of worries or fears or phobias or obsessions, but a socially acceptable – indeed often praised – form of conflict." (1974, p. 67.)

Firefighters are America's heroes. Steeped in tradition, the fire service has rarely spent training time educating personnel in the human components of firefighting known as the "soft skills." These component include communication, behavior / attitudinal modification, self-image, networking / relationship building, conflict resolution / team building, diversity, discrimination, civility and humanity.

Communication: Verbal / Nonverbal

Communication imparts a message from one person to another person. Webster defines communication as the, "act of communicating / passing of information." (1992, p. 86.) Information may be passed directly through speech or the written word and for the purpose of

this research project, will be referred to as verbal communications. Non-verbal communications, through the use of body language, active listening, touching or emotions / feelings, are also used to convey messages. Whatever mode is used to transmit the message, the emphasis should be on making correct information known. “Communicate, communicate, communicate” (Schuler, 2001, p. 9.)

Verbal communication is necessary in emergency services work. Messages are relayed during fire ground operations by radio or face to face. Verbal communication lets those involved know what is expected and what the required outcome should be. In New Jersey’s Incident Management System, verbal communications supported by written documentation are the preferred method for passing on information regarding what has been done in an operation, what is happening at the present time that the information is transferred and what the expected outcome will be. Face to face communications, using plain text, are the best way to pass on information. Communicating the same information in regard to an organization’s past, present and future directs those involved and allows for all personnel to understand what is expected of them. The mission statement of an organization sets the expectations for the members while informing the community of the organizations reason for existing. Goals and objectives further define the purpose of the organization by setting measurable standards for the members to follow. Dr. Robert Fleming of Rowan University states, “ A learning objective is a clear and concise statement of what a trainee should be able to do after completion of a training activity.” (1998, p.14.) While communication is defined as the imparting of information, several other messages are sent through the nonverbal elements that take place during an informational exchange.

Nonverbal communications are the messages sent by one person to another without the use of words. These nonverbal communications for the sake of this applied research paper include body language, tone of voice, listening skills, emotions / feelings and touching. Emotions and feelings are tied directly to nonverbal messages expressed through a person's body language. "...[Such] messages – anxiety in someone's tone of voice, irritation in the quickness of a gesture – are almost always taken in unconsciously, without paying attention to the nature of the message, but simply tacitly receiving it and responding." (Goldman, 1995, 97-8) The actual words that are spoken, may not be heard as a message is imparted to the community / organization because the nonverbal communication is conveying a different message. "Just as the mode of the rational mind is words, the mode of the emotion is nonverbal. Indeed, when a person's words disagree with what they conveyed via his tone of voice, gesture, or other nonverbal channel, the emotional truth is in how he says something rather than in what he says. One rule of thumb used in communications research is that 90 percent or more of an emotional message is nonverbal." (Goleman, 1995, p. 97.) Nonverbal communication is a very powerful tool. It not only conveys the emotions (or non-emotions) of the speaker, but conveys a message that is taken in tacitly as well as subconsciously. "Thoughts and feelings are often communicated in nonverbal ways, through movements of the body. The study of this subject is known as Kinesics. Kinesics is concerned with the exploration of the constant adjustments, without their necessarily being aware of the fact that they are making them, which human beings are constantly engaged in in relation to the presence and activities of other human beings." (Montagu, 1971, p. 92-3.) "'People's emotions are rarely put into words; far more often they are expressed through other cues. The key to intuiting another's feelings is in the ability to read

nonverbal channels: tone of voice, gesture, facial expression and the like.” (Goleman, 1995, p.96.)

Emotions are a part of being human. Unfortunately, most emergency service personnel have seen excessive tragedy. In order to “survive” and keep from being overwhelmed by the often, daily amounts of tragedy, firefighters often suppress their emotions. Sharon Wegscheider-Cruse explains a child’s coping mechanism which also applies to firefighters, “At times the fear, guilt, anger and hurt that a child feels becomes so overwhelming that the child, in order to survive, disowns the part of themselves that can ‘feel.’ It’s a necessary defense mechanism. In order to survive and in order to keep functioning, the child escapes from his inner knowledge and feeling. The child denies and buries the inner child.

Thus, even though the child tries to escape the feelings, bury and suppress them, the feelings remain. We are, after all, emotional beings, as well as rational beings, and we are hardwired for emotions.” (1987, p. 33-4.) Past experiences from childhood, coupled with fire service experiences have impacted the emotions that the typical emergency service worker shows. Critical Incident Stress Debriefings (CISD) were introduced to help firefighters deal with extreme tragedies. Many personnel have had to leave their jobs because they were unable to cope with feelings and emotions from job related experiences. “Men don’t cry,” and “Don’t ever let them see you cry,” are statements reflecting on both males and females our society today. “Grow a thick skin,” is a statement made to new recruits. Emotions are regarded as a sign of weakness within the fire service. Times are changing and for emotional well-being the firefighter must acknowledge his or her own emotions.

“Psychologists, counselors and therapists have placed a great deal of emphasis on the importance of getting in touch with one’s feelings...First of all, getting in touch means becoming

aware that we have feelings. Getting in touch with our feelings means becoming acquainted with our subterranean emotional life. And it means learning to accept our emotional life as a natural aspect of ourselves, not something to be feared or shunned as repugnant.

When we're not in touch...we're overwhelmed by our own emotions and perplexed by the emotions of others...When we're in touch with our emotions – when we have a grasp of the language of feelings – we have indispensable tools for resolving emotional problems throughout life. The ability to resolve these problems makes real growth and development possible.”

(Wegscheider-Cruse, 1987, p. 34-5.) “Empathy builds on self awareness; the more open we are to our own emotions, the more skilled we will be in reading feelings. Alexithymics...who have no idea what they feel themselves, are at a loss when it comes to knowing what anyone else around them is feeling. The emotional notes and chords that weave through people's words and actions – the telling tone of voice or shift in posture, the eloquent silence or telltale tremble – go unnoted. ” (Goleman, 1995, p. 96.)

The tradition of being tough as defined in masculine terms doesn't allow for males to cry. This obvious outward expression of emotion is a release of the internal feelings of sadness, anger or even of joy. However, firefighters, both male and female are taught that this is a sign of weakness that the world should never see. Firefighters suppress their feelings and emotions to preserve of an image that the organizational culture perceives. This image influences the element of human touch, which is not readily accepted among fire service personnel.

Touch is an acceptance of another person and their emotions. Touch can be a hand shake, a pat on the back or a hug when one is greeted. Touch is a social acceptance and fills needs that all humans share.

“Although touch is not itself an emotion, its sensory elements induce neural, glandular, muscular, and mental changes which in combination we call an emotion. Hence touch is not experienced as a simple physical modality, as sensation, but as emotion.” (Montagu, 1971, p. 110.) “The skin, like a cloak, covers us all over, the oldest and the most sensitive of our organs, our first medium of communication, and our most efficient of protectors. Perhaps, next to the brain, the skin is the most important of all organ systems.” (Montagu, 1971, p. 1.)

“Touch, [he writes] is the most personally experienced of all sensations. For many people, life’s most intimate moments are associated with the changing textures of the skin. The hardened, armorlike resistance to the unwanted touch, or the exciting, ever-changing textures of the skin during love-making, and the velvet quality of satisfaction afterward are messages of one body to another that have universal meanings.” (Montagu, 1971, p.210-211.)

Touching is a necessary part of animal development. Studies concerning the necessity of touch in both baby rats and monkeys have proven the need for touch to bond the infant and mother. With food and shelter, but without the presence of touch, both rats and monkeys survived. However, they were slow to develop and presented with less capacity to cope with stressful situations. “The living organism depends to a very large extent upon the stimulation of the external world for its growth and development. Those stimuli must for the most part be pleasurable ones, just as they must be in learning.” (Montagu, 1971, p.184.)

Listening is an art that is not often taught to the masses. We live in a world where we hear ourselves and too often ignore those around us. A major paradox within the fire service is that we expect those we communicate with to hear us and to listen to what we say, without giving the same attention to those spoken to. Developing listening skills takes much work and

practice. These skills are acquired after many attempts and failures. *The Positive People Newsletter* defined a set of rules for active listening.

“Key Points for Listening

1. Accept the speaker’s attitude and his feelings
4. Listen attentively – avoid interrupting and arguing
5. Ask Questions involving: How? - What? – Where? Etc.
6. Don’t be afraid of silence – Pauses can be helpful
7. Turn questions back...
8. Repeat the speaker’s thoughts in your [words] for occasional summarizing
9. Encourage the speaker to explore further...
10. Where can we improve our mutual understanding for the future?” (Gentile, 2001, p.3)

Very often the skills associated with listening are entwined in emotion and feeling.

Active listening is often helpful in removing the emotional overtones of the message that is being conveyed. “Listening is a skill that keeps couples [organizations] together. Even in the heat of an argument when both are seized by emotional hijackings, one or the other, and sometimes both, can manage to listen past the anger, and hear and respond to a ... reparative gesture.

Defensiveness in a listener takes the form of ignoring or immediately rebutting the ...complaint, reacting to it as though it were an attack rather than an attempt to change behavior.” Emotions are a large part of the message being communicated by the speaker. “The most powerful form of nondefensive listening, of course, is empathy: actually hearing the feelings behind what is being said....Empathy deteriorates when one’s own feelings are so strong that they allow no physiological harmonizing, but simply override everything else.” (Goleman, 1995, p. 145-6.)

An effective technique used as a tool to improve listening skills is called mirroring. “One method for effective emotional listening, called “mirroring,” is commonly used in marital therapy. When one partner makes a complaint, the other repeats it back in her own words, trying to capture not just the thought, but also the feelings that go with it. The partner mirroring checks with the other to be sure the restatement is on target, and if not, tries again until it is right... The effect of being mirrored accurately is not just feeling understood, but having the added sense of being in emotional attunement. That in itself can sometimes disarm an imminent attack, and goes far toward keeping discussions of grievances from escalating into fights.” (Goleman, 1995, p. 146.)

Verbal and nonverbal communication through speech, body language, emotions / feelings, touching and listening collectively shape a person’s self image. Based on a person’s perception of themselves coupled with the way that they perceive others to see them, forms one’s self image.

Elements of Self Image

The way in which a person regards himself or herself will make a difference in the way that they react to family, coworkers and the community. Motivation and personality are important factors when dealing with the learning. Firefighters, as with any learner, must have certain needs met in order to learn. Since most firefighter’s education is psychomotor skill based, the firefighter must feel secure in learning skills that are not traditional. *Instructional Techniques for Company Officers (ITCO)*, an NFA course focusing on techniques and methodologies for teaching firefighters, focuses on “Maslow’s Hierarchy of Needs.” In 1954, “(Abraham) Maslow, identified human needs as a ladder going upward in which each individual moves. Like a ladder, this list of needs requires that those on ‘ground level’ be dealt with before

a person can move higher...Physical needs, those Maslow called 'physiological', have to do with basic physical comfort." (1991, p. SM 1-28.) The Instructor's Guide for ITCO identifies each step in Maslow's ladder as follows:

"Physical needs ... hunger,...heat or cold ...bodily needs (and) pain or discomfort...Make sure Physical needs are met so that firefighters can pay attention.

Security needs...Students must feel safe during training. Unsafe feelings interfere with learning. Lower level needs must be fulfilled before we can pay attention to higher [needs]." (FEMA, 1991, p. IG-1-7-9.) Once the basic needs are met, the higher level needs may be fulfilled. The remaining needs are classified as social, self-esteem and self-satisfaction."

As previously stated, most firefighters are taught skills that deal with fire ground functions. In order to learn effective use of the " soft skills", the three remaining levels of needs must be met before Maslow believes that the individual is able to learn. "Unfulfilled needs can become 'blocks' to learning." (FEMA, 1991, p. IG 1-7.)

Self-esteem must be addressed prior to self-satisfaction being attained. "Self-esteem needs: Firefighters need to feel respected by self and others. Training helps meet that need...Position helps to motivate firefighters...Professional qualifications or local standards are another route to self esteem and respect." (FEMA, 1991, p. IG 1-9.) Without self-esteem, it is often difficult to for a firefighter to be productive in all capacities. "All of us want to feel good about ourselves. Very often, the way we feel about ourselves is connected to the things we are able to do. The need for self-esteem is intertwined with feeling as though we are making some important contribution to life. One of the ways we build our esteem is by developing a productive contribution. Productive means it must be fulfill something in us as well as something in the world. We can accomplish great things in terms of products, money or power.

But if we just do more and more and more, we might accomplish much, but still remain empty inside.” (Wegscheider-Cruse, 1987, p. 113.) Without respect for ones self, it is difficult to have respect for others and allow the communication necessary for relationship building and networking.

The final component of Maslow’s ladder is self-satisfaction. Meeting this need “[comes] from solving a problem your own way. Feeling in control of a situation. Self-satisfaction is met on the fire ground... by knowing you are the best...[and] in mastering professional qualifications.” (FEMA, 1991, p. IG 1-10.)

Criticism, often presented in a negative context, diminishes self-esteem and self-satisfaction. Dale Carnegie states, “Criticism is futile because it puts a man on the defensive, and usually makes him strive to justify himself. Criticism is dangerous, because it wounds a man’s precious pride, hurts his sense of importance, and arouses his resentment,” in *How to Win Friends and Influence People*. (1936, p. 21.) Criticism, is best turned towards a persons self and not towards others. Carnegie’s focus was one of self-improvement not on degrading others. His social needs of self-esteem and self-satisfaction were met by improving what he could control, himself.

A firefighter’s self worth, based in self-esteem and satisfaction, are what defines his or her self-image. Self-image is a factor that influences the behaviors and attitudes displayed in relationships with both internal and external customers.

Behavior / Attitudinal Modification

Change cannot be institutionalized until behaviors and attitudes have been modified.

Module 1: Introduction to Change Management, Organizations in the *Strategic Management of Change* student manual states, “...organizations are beginning to recognize the importance of

their customers, internal and external. And as such, the focus has moved toward satisfying their needs and meeting their expectations. These trends are causing individuals in every industry to reevaluate where they currently are, where they are headed, and whether or not that is the path they should take.” (1996, p. SM 1-4.) The fire service is changing from a strictly reactive mode which focuses main on strategy and tactics to a proactive mode that focuses on the human aspects relating to the internal customer (firefighters) and the external customer (the community at large). Traditionally, the fire service resists change. Redirecting emphasis on behavioral and attitudinal change is strongly met with opposition. “Change management research which primarily focused on reacting to change and managing resistance to change has added a new dimension...The research presents a solid rationale for the mobilization of organizations if they want to acquire a position or maintain their viability within the market. Most of the information provides guidelines or steps to follow when initiating, managing or preparing for change. Ironically, though, even in change management some principals remain the same: change is inevitable: change is not always easy or pleasant: and open and honest communication is crucial for success.” (1996, p. SM 1-4-5.)

In order to institutionalize the acceptance of “soft skill” education among the fire service, changes must occur in attitudes and behaviors. An understanding of why attitude and behaviors happen is therefore necessary in order for change to occur. Poole explains the process in the following way, “Attitudes and behaviors are not isolated entities swimming happily about in our heads. They are influenced by other attitudes and beliefs and by incoming information. Cognitive organization is the medium for translation of thought and emotion into action...” (1980, p. 245.)

Cushman and McPhee, in their book, *Message-Attitude-Behavior Relationship*, explain the effect of “messages,” for the purpose of this research, sent by leaders effect the internal and external relationships of fire departments.

“There are two types of message effects, more or less clearly distinguishable...The first type is the *structural* effect...The logic of this sort of effect has been clearly articulated by Craig (1974): A cognitive structure is a model of thought, or mapping of attitudes and beliefs. Correlatively, a message can be said to have, or project, or be interpreted at have, a suggested cognitive structure – the set of attitudes and beliefs that its author seems to intend that its hearers should adopt as a result of hearing (or reading) the message.

Generally speaking, a structural model of message effects involves the assumption that the message will have its impact either by introducing new information into the recipient’s old cognitive structure, or by bringing to light internal contradictions and implications, which the recipient will process by changing his attitude...One clear relevance of the attitude-behavior literature to persuasion theory is the new direction it gives to this “structural effects” approach to messages...we should determine exactly what variables are the most direct determinates of behavior, and design our messages to project desired values of those variables.” (1980, p. 37.)

The organizational culture of the fire service must be closely examined before attitudes and behaviors may be modified. Schuler emphasizes that changes occur in organizational culture through minimizing resistance. (2001, p. 6.) Effectively communicated messages are the way to achieve attitudinal and behavioral change.

Relationship / Team Building

In the book, *Everything I need to Know I Learned in Kindergarten*, the author states, “The winding down of summer puts me in a heavy philosophical mood. I am thinking about the deep, very private personal needs of people. Needs that when met give us a great sense of well-being.” (Fulghum, 1989, p. 53.) All humans have needs and all needs must be met in order for a sense of well being to occur. The social aspect of Maslow’s Hierarchy of Needs is addressed through team building. Team building lends to relationship building. Social needs encompass the human desire to feel a part of a team. “Firefighters like feeling part of a team. Social needs are met by being part of a fire company. [A Fire] Company is an interdependent working group.” (FEMA, 1991, p. IG 1-9.) Team building meets the “human” requirement to be social. Side benefits include consensus building and informal leadership that benefit the ability to meet resistance to change. An informal group’s social acceptance, allows greater agreement among the overall organization.

Team building is an important aspect of any organization and of relationship building. Abraham Lincoln stated, “... a house divided against itself, cannot stand.” The same can be said of the fire service, which has proven this statement to be true on many occasions. Firefighters are taught in the academy that they must work as a team without freelancing. This principal applies to all aspects of the firefighters’ job, not just to fire ground operations. Dr. Harry Carter states, “ We are what we are in life because of a series of gifts that we have been given. This is the starting point. What allows us to broaden and deepen the quality of our life deals with how much we give back to others in the way of our gifts to others.” (2001, p. 1.) Team building takes the strengths and weaknesses of individuals molding the group into one entity that builds upon itself.

Certain human traits are inherent in building relationships and a team. Carter lists them: “Trust, loyalty, honor, duty, integrity, teamwork, knowledge: These are the human things that allow you to create a soul within the fire department. When people trust one another, great things are possible. Conversely, a lack of trust can destroy a team, or a fire department. Where there is no trust, there can be no loyalty. A person’s word must be their bond. I have done a great deal of leadership research in the area of military combat operations. I am of the opinion that the combat infantryman, and the suppression firefighter have a great deal in common. They work in teams. They operate under extremely hazardous circumstances, and they are completely dependent upon their buddies during times of danger. Teamwork is critical. And teamwork flows from trust. No one likes to let a buddy down.... All of the things that I have listed above, and many others that we could define, come together to create that "soul" of the fire service that Andy and I seek to perpetuate. It is this close soul relationship that we need to nurture. Rather than growing into armed camps of career versus volunteer, fire versus EMS, and fire versus police, we need to find the common ground we all occupy.” (2001, p.2.)

The Deathrage Companies, discusses the issue of team building, with moral as an important component. “The most vital thing is the knowledge that one's boss cares about him as a person, not just as a means of turning out work. When you know that your boss is genuinely interested in you, your feelings, your problems, and your ambitions, good attitudes come naturally. People want to be appreciated. They like to know what they do is significant, that they are an important part of a team effort. Most of them would like increased challenges and responsibility, a chance to be more important. They would like to see some hope for a brighter future. No leader can give his or her people everything they want all of the time. But he can be aware of what they want, show them that he appreciates how they feel, and satisfy their needs

whenever he can. Doing this, on a daily basis, is what good morale is made of.” (2001, p.1.)

Deathrage Companies adds integrity and honesty to the list of qualities necessary to teambuilding and networking. Suggestions for top down leadership, emphasize, “ [Fire] chiefs must exemplify the honesty and integrity they seek in their subordinates. Not only must they stand against undue political influence in hiring; they must exhibit integrity in every aspect of their daily activities and routines...[And] fire officers at all ranks must insist that their personnel always do ‘the right thing’ when dealing with the public, their own subordinates and their peers...Honesty and Integrity, at all levels of your fire department are two of the most important traits that you can exhibit...” (2001, p. 2-3.)

Communication and listening skills provide the foundation for networking. Combining Dr. Carter’s aforementioned qualities, moral, self-esteem and self-satisfaction with effective communications are the basic principals of networking. The ability to meet those outside the immediate group of co-workers and exchange ideas is a crucial purpose. Networking is the ability to, “ allow you to make contacts with fellow travelers in the world of fire service leadership.” (Carter, 2000, p.69.)

Customers, both internal and external, are essential to relationship building within the fire service. Self-satisfaction of fire personnel reflects in their relationships with internal and external customers. Now that the various human qualities for networking and building relationships have been discussed, attention must be focused on internal customer and service. The internal customers are both the firefighters within the department and those of other fire departments. Internal customers are further defined as, “[An] important group we must consider our customers are the other agencies we routinely deal with when we deliver service. They are the folks like cops, EMS personnel (if they don’t deliver the whole package), utilities, other city

departments – like Streets, Traffic, Water, Public Works, - doctors, nurses, and other hospital personnel.” (Brunacini, 1996, p. 46.)

As previously stated, humans need to feel part of a group, they need to feel a self-worth and satisfaction from what they do. Taking care of “our own” through relationship building and networking fulfills many levels of Maslow’s Hierarchy of Needs while encouraging, as well as reflecting specific human qualities referenced above. The internal customer defined as those we work with, are the extended family of the firefighter. The way in which the “family customer” is treated will be reflected in the quality, quantity and level of service extended to the external customer. “People want to be appreciated. They like to know what they do is significant, that they are an important part of a team effort. Most of them would like increased challenges and responsibility, a chance to be more important. They would like to see some hope for a brighter future. No leader can give his or her people everything they want all of the time. But he can be aware of what they want, show them that he appreciates how they feel, and satisfy their needs whenever he can. Doing this, on a daily basis, is what good morale is made of.” (Deathrage, March 24, 2001, p.2.) The way in which teams are built and nurtured with the internal customer, will reflect the way in which external relationships will be defined.

External customer service is the reason for the fire service’s existence. Due to better construction, increased fire protection and a stronger emphasis on fire prevention, there are fewer fires to keep a fire department busy. Alan Brunacini, when discussing Ben Franklin’s reason for starting the fire service (to put out fires), states, “Ben’s original system design (decentralized / quick / action oriented) has also placed us in an ideal position to expand our service delivery menu to deliver other essential urgent services – emergency medical, haz mat, special operations, technical rescue, and an entire array of other community, social and customer service responses.

This service delivery expansion has now pretty much filled up our activity dance card.” (1996, p. 10.)

“Our customers don’t have a choice who they call for emergency assistance, but firefighters have a choice in how they treat the customers. Unlike private sector customers who can (sometimes) chose their service area. That doesn’t mean they can’t decide how they are going to treat their customers. (Everyone chooses how they treat customers.)...This is the worst day for the customers’ lives. Firefighters see bad situations every single day as part of their job. It’s the first time the customer has been involved in something so serious. Use your experience and compassion to sooth and comfort scared customers (Show compassion in all dealings.) Create solutions...do things a little out of the box to provide your customers with WOW! customer service...(Customers want, need, appreciate and respect solutions.)” (Goldfarb, 2001, p. 2-4.) Knowing the needs and wants of the fire department’s customer is necessary to build external relationships. These customers are voters and control the destiny of fire service within a jurisdiction. Customers are the fire service’s reason for expanding services and for making firefighters the “heroes” that they are considered to be.

Consensus Building and Conflict Resolution

Conflict resolution and consensus building are off shoots of relationships that have been cultivated. Mutual trust and respect are the foundation of these “soft skills.” Consensus building or coalition building requires buy-in and support from both the internal and external customer. Conflict resolution is a large part of building consensus as everyone must be willing to work towards a mutually beneficial goal that all may agree upon and live with “Coalition building is where the [entrepreneur] lines up support before and at key points to ensure the that the project continues to live, grow stronger and ultimately succeed.” (FEMA, 1996, p. B-20.) Teamwork

and good relationships are the foundation for consensus. Internal customers must agree on the product that they will be selling. “We must ensure that we first sell ourselves on our philosophy, goals, issues, and services (product). To be convincing, we have to know our jobs. We have to know everything about our jobs so that we are truly the subject matter experts.” (Rhodes, 2001, p.83.)

Brunacini feels that, “Compromise and Conflict Resolution are on both sides of the generation gap with the need to compromise. How much does each side need to change to get to the point that they have to change very little on each side? Make changes a little at a time. Where politicians are involved, we lose credibility. We are the problem. Special interest groups may help us or hurt us. We need to understand the dynamics of relationships. Women act like they are expected to. Politicians act the way they are expected to act. They take the political position that is expected. We don’t like them because they are different.” (2002, Appendix C.)

“As we know, mutual trust is a key to teamwork....People do not trust leaders they do not respect, and they do not respect leaders who are disrespectful toward them....People cannot be inspired by someone to behave or perform in a certain way unless they feel a sense of mutual respect...which leads to mutual trust.” (Compton, 2000, p. 66.) “Furthermore, “[a] willingness to work together on problems where they can agree on common goals. They may disagree over strategy or tactics to attain an objective, but at least they’re talking to each other and, in some cases, making compromises to present a unified front.” (Bruno, 1990, p. 12.) SMOC further suggests that enlisting political support and giving the customer what they want are additional aspects. (1996, p. SM-4-5.)

Conflict resolution is necessary when disagreement threatens relationships, team building and consensus. The skills that are required to resolve conflict are the same skills used in

communications. Listening skills often lead to resolving issues that are not clear to all parties. Exchanging ideas and communicating facts, not emotions, help quell conflict.

Alan Brunacini stated, “Nothing changes. Bosses have to listen to the little guy. Workers watch the boss and see business as usual. Strategic planning includes listen skills. Listening helps the organization move, grow and change. Bosses have to convert listening skills and behaviors to strategic planning. Boss behaviors necessary for this generation are communication. Behavior needs to be respected. Respect is a change agent. Be open, cast out the old, don’t reel in. If the system changes give the authority to change the system, but don’t work to wreck them (the system) while you are waiting to change. Keep raising the bar, some will train themselves to reach the bar.” (2002, Appendix C.)

Criticism is often the largest stumbling block to conflict resolution subverting the ability to build consensus. Dale Carnegie stated, “You can tell a man he is wrong by a look or an intonation or a gesture just as eloquently as you can in words – and if you tell him he is wrong, do you make him want to agree with you? Never! You have struck a direct blow to his intelligence, his judgement, his pride, his self-respect. That will make him want to strike back. But it will never make him want to change his mind...you will not alter his opinion, for you have hurt his feelings...You will never get into trouble by admitting that you may be wrong. That will stop all argument and inspire the other fellow to be just as fair and broadminded as you are. It will make him want to admit that he, too, may be wrong.” (1936, p. 110-112.) When a person admits that new ideas or a change may not be correct or that a change may not work as planned from the outset, defense mechanisms are not engaged and communication is more likely to occur. When groups or individuals are not made to feel that they have to defend themselves

while the facts pertaining to a problem or situation are discussed, there is more willingness to resolve the conflict and listen to the ideas presented.

Forces that destroy the highest levels of human needs are critically based. “If you and I want to stir up a resentment tomorrow that may rankle across the decades and endure until death, just let us indulge in a little stinging criticism – no matter how certain we are that it is justified... When dealing with people, let us remember we are not dealing with creatures of logic. We are dealing with creatures of emotion, creatures bristling with prejudices and motivated by pride and vanity...And criticism is a dangerous spark – a spark that is liable to cause an explosion in the powder magazine of pride...” (Carnegie, 1936, p. 27.)

Cultural Diversity / Discrimination

“In the fire service, difference is diversity,” according to Alan Brunacini. (2002, Appendix C., p. 70.) These differences are often thought to include gender, the geographic family origins (country), the ethnic backgrounds, and / or the religious beliefs of a person. Diversity, however, extends even further to include generational and organizational (cultural) differences between and within fire departments.

The Department of Community Affairs, Division of Fire Safety, Bureau of Fire Department Services lists the total number of firefighters in their data bank as part of the quarterly agenda for the Eligible Organization Meeting. The April statistics reported, “Total by Gender Female = 1,699 – Male = 44,182 –Total 45,881” (DFS, 2001, p. 1.)

The 2000 Census, “...was the first Census in which Americans could identify themselves as being of more than one race. Seven million people chose to do so. [Additionally] people who have a Spanish background, are the fastest-growing group in the country.” (Upadhyay, 2001, p. 2.) According to the 2000 Census data, whites comprise 75.1% of the population. Additionally,

12.3% of the population is African American (black), 3.6% are Asian, 2.4% of the population claim two or more races, 0.9% are American Indian or Alaskan Native, 0.1% are Native Hawaiian and other Pacific Islander and 5.5% are some other race. Compared to the 1990 Census, there are approximately 5% less whites approximately 1% more Asians and approximately 1.5% more of those claiming another race. “Hispanic’ is not a race and came up in a separate Census question.” (Upadhyay, 2001, p.2.) With the variety of races changing in America, the number of languages has also increased.

Harris Sussman disagrees with the Census findings. He reports, “Less than one-third of the U.S. population consists of white males of all ages. Less than one-fourth consists of white men in the workforce. That should be a simple fact to absorb. But we play a demographic shell game in which such arithmetic takes on political and emotional weight. The minority status of white males strikes many, therefore, as a new idea and it changes how we look at one another.” (2000, p. B A17.) Sussman further explains the reasoning behind the ideology that the white race is in the majority of the American population. “What we mean when we speak about dominate white males is their culture, psychological, ideological, and political power, since their predominance in positions of power is out of all proportion to their actual numbers.” (2000, p. BA17.) The research that generated the previous statement also suggests, “...females outnumber males in every age group after infancy. The country is more than 50 percent female. We are used to speaking of ‘women and minorities’ as a category of the workforce, which leaves white males as the other category, implying that white males are the majority. Which they aren’t.” (Sussman, 2000, p. BA17.) White males actually comprise approximately a third of the population. Suggested reasons for the improper calculations that report white males as the

majority is that this group often includes all individual males that are white. (Sussman, 2000, p. BA17.)

America is the melting pot for many cultures. Many fire departments are unaware of the number of languages spoken within their borders. English is actually the second language spoken in many households nationwide. In Washington Township, Mercer County, NJ, there are over 32 languages being spoken in the school district. These are the languages cataloged by the Board of Education in a home survey and reported by the principal (verbally). Many other languages are spoken statewide with some school districts reporting over 230 languages being spoken in their jurisdictions. The Summer Institute of Linguistics, Inc. identified 198 living languages in American in 1995. These languages spoken by persons over 5 years of age. Dialects were not included in this research. Regardless of the actual number of living languages in America, firefighters will deal with a language other than English at some point in their careers.

Diversity and discrimination has caused many organizations to develop written policies and statements to safe guard the rights of “minorities.” The National Fire Academy has adopted a Human Dignity Statement for observance by all participants at the NFA. The statement sums up the cultural diversity and discrimination aspects relating to the fire service. The statement is as follows:

“NFA'S HUMAN DIGNITY STATEMENT

As cultural diversity increases among the American people, that change is being reflected in the composition of our Nation's fire and emergency service personnel. The U.S. Fire Administration's National Fire Academy recognizes the uniqueness of each individual and supports human dignity by:

- * Ensuring equal opportunity to all students, employees, and contractors;
- * Prohibiting all discrimination and harassment;
- * Supporting affirmative employment policies and practices on behalf of minorities, women, and persons with disabilities;
- * Encouraging students, staff, and contractors to communicate and behave in a manner which is sensitive to, and acknowledges the viewpoints of, others;
- * Regarding diversity as a resource that enriches the learning environment through the sharing of differing perspectives, experiences, and ideas;
- * Removing barriers to teamwork through collaboration, problem solving, and the constructive resolution of conflicts; and
- * Continuing to identify and eliminate barriers to training, employment, and advancement of minorities, women, and persons with disabilities.” (FEMA, 1999.)

Cultural diversity does not only refer to ethnic or geographic diversity. Diversity may be observed between generations. Alan Brunacini made the following comments regarding diversity during an interview with the author in Indianapolis, “Be responsible for yourself. Life is different. A generational process takes place. Latch-keys entertain themselves. Kids expect more than before. Look at the workforce in four years. Go to high schools and look at the kids. Kids go off on a tangent. We need to treat kids like adults. Their values are the same, there is a difference in styles. The perception (of kids) is that politicians are not inherently evil. Compromise is a part of this generational culture. It has been part of the educational system for this generation. They want an explanation of why things are the way that they are.” (2002, Appendix C.) Brunacini also explained that, “diversity is part of strategic planning.” (2002, Appendix C.)

Peter Hodge noted “that within fire departments in New Jersey there are different cultures depending on the location within the state. He further stated that there are cultural differences between shifts in fire departments.” (April, 2002.)

Humanity and Civility In the Fire Service

“We need to teach Civility 101. This would include cultural diversity, current events, people places, things. Talk to invite in bar tenders, addicts, cab drivers, prison guards, un-indited coconspirators. These people deal with the public and provide customer service.” (Brunacini, 2002, Appendix C.) The fire service tends to think that everyone outside of the organization is considered “the customer.” As defined previously in this project, there are both internal and external customers.

Firefighters refer to each other as “brothers and sisters.” Fire Departments are families. Depending on the size of the department, shifts may be considered immediate family and the other shifts and bureaus may be considered relatives. Goldfarb explains this concept further, “Your family. Every customer has a family and is a family member. Treat them like they were members of your own family. (Treat customers as if they were the family members you like.)” “Maintain poise. Everyone deserves respectful care....Respect them as human beings in trouble, not victims. (Your self-discipline, self-confidence and poise lead the way to your respect of others.” (2001, p. 2-4.) Brunacini explains further, “Take care of the Family. The family is the firehouse. Historically, we know most about the buildings. We need to pre-plan the people. People come with the buildings. These people have physical capabilities. Group dynamics come with the people. Teach dynamics of the groups. Know the behaviors of the groups and the language than plot the demographics. Spread this information out in the system. Start outside of the groups. Make a big deal and these conversations boomerang.” (2002, Appendix C.)

Families share traditions through communication. Fire departments need to do the same. “There is a certain soul to the fire service that we must recognize, nurture and prepare to pass on to the next generation of fire people...We spend a great deal of time teaching our troops how to stretch hose, wear SCBA, raise ladders and fight fire. Do we spend enough time teaching our officers and firefighters how to take care of themselves and their people?” (Carter, 2001, p.1.)

Dr. Carter sums up civility by saying, “...come together to create that ‘ of the fire service that Andy and I seek to perpetuate. It is this close soul relationship that we need to nurture. Rather than growing into armed camps of career versus volunteer, fire versus EMS, and fire versus police, we need to find the common ground we all occupy...It is my contention that we need to work the spiritual, or soul side of the street for a change. We need create a desire in our people that will motivate them to want to serve. We need fewer people who enter the fire service just for thrills or for money. I am not suggesting that we stop studying the technical side of firefighting. I am just suggesting that we need to step up our emphasis on the attitudes and concerns of the people who are being asked to risk their lives on behalf of their fellow citizens...The answer to this is quite simple. Treat them like living, breathing, human beings, possessed of a certain level of intelligence.” (2001, p. 4.)

Delivery Methods for Fire Service Education

The components necessary for educating firefighters in the “soft skills” have been discussed above. The final factor in any educational endeavor is the way in which the program is delivered. There are several ways to convey information. The ways in which firefighters are most comfortable learning are written material, lectures and hands-on training. Written material is available in the form of articles and handouts. Lectures should be developed to fit the fire

service from existing material available from corporate America. Finally, hands-on training could be incorporated through role playing and basic communication.

PROCEDURES

The procedures used in this Applied Research Project included reading of books, articles, and data collection from libraries and the Internet. The information collected through the literature review has been supported for the purpose of this project by a survey completed by fire service personnel both nationally (pilot survey) and in New Jersey. The procedures used were appropriate to achieve the purpose of the study consistent with Descriptive, Evaluative and Action Research methods used. Limitations existed within the scope of this project that included literature available, sample size / type and the author's knowledge and judgement on which this project is based.

Research for this project was conducted at the Learning Resource Center located on the campus of the National Fire Academy, Emmitsburg, Maryland. Additional research took place in New Jersey at the Center for Government Services Library at Rutgers University, New Brunswick and the Washington Township Branch of the Mercer County Library in Robbinsville. An interview conducted at the Fire Department Instructor's Conference in Indianapolis, Indiana.

The literature reviewed included several journals, books, web page documents, personal commentaries, statistics and data. The need for "soft skills" education was continuous throughout the literature review. The key element of this research is that the information for developing a program with which to educate the fire service is available and the fire service is receptive to the idea of learning the skills involved.

Research was conducted during the period of January 10th and April 30th, 2001. Research took place in Morris, Middlesex, Mercer and Gloucester Counties in New Jersey, Indianapolis, Indiana, Washington D.C. and Emmitsburg, Maryland.

Literature Search

A search for literature pertaining to the “soft skills” was conducted using internal and external fire service sources. Data bank searches were conducted at all three library locations as well as Internet searches using the search engines available through “Ask Jeeves.Com. Several pieces of literature were discovered through discussions with the authors of the work to include Dr. Harry Carter, Chief Alan Brunacini and Chief William Goldfarb.

Surveys

Surveys were conducted among a sample population in New Jersey to include fire service members attending programs available to firefighters, officers and instructors. Members of the *Strategic Management of Change* and the *Executive Development* courses at the National Fire Academy during the week of January 8th to the 19th, 2001, at the National Fire Academy. The group surveyed at the NFA was used for the pilot survey in which the research questions used for this project were tested. This convenience sample of Executive Fire Officers was used due to their willingness to gain information and knowledge through educational opportunities and the national logistics the group was comprised of. The fire service personnel used in the surveys conducted in the four counties in New Jersey were chosen for their enrollment in educational programs within the state, their fire service affiliation and their logistical representation.

The four counties chosen for the survey represented the northern, central and southern geographic locations within the state. Morris County is located in the northern, industrial section of the state. Most of the participants attending programs in northern counties are representative

of career departments. Middlesex and Mercer counties were chosen to be surveyed due participation from all geographic areas of the state due to their centralized locations. Participants attending seminars in this area of the state are representative of volunteer, combination and career departments. Finally, Gloucester County was chosen for employment of the survey tool because of the southern New Jersey representation attending seminars in this location. The majority of attendees in this region represent the volunteer fire service within New Jersey.

Questions were chosen that reflected the need for and acceptance by the fire service in regards to “soft skill” education. The format involved included multiple choice answers that were pertinent to the author’s way of thinking. These components chosen for the survey instrument were confirmed as being necessary by the literature reviewed for this project. Multiple choice answers were provided in order to answer the survey with a space to supply any answer that was not included in the answers for each section.

Limitations

Limitation involved with this ARP included limited funding for postage to mail 1, 082 surveys to all fire departments and 1,800 Chief Officers within the state. The use of fire service personnel attending Rutgers / DFS seminars for the survey instrument provides limitations on the data collected. Limited results are obtained due to the cross section represented at these seminars. These convenience survey groups were chosen due to the cross sections available in the types and sizes of departments available. An additional benefit of using these groups / locations was the return rate guaranteed from hand delivering the surveys and collecting them upon completion. Had more locations been selected and a larger sampling been taken, the results of this survey might have been slightly different. The return rate of these surveys was within the acceptable standard deviation for ARP.

Survey questions were changed from the original pilot survey conducted at the NFA to the questions used within the state of New Jersey. The results of the pilot survey proved confusing to those that answered. The questions were reworded and the answers available were reconfigured to produce a better survey instrument. An additional complication of the original survey instrument proved to be too large of a scope for the time frame available for this research project. Due to the scope of the questions and the confusion produced during piloting, incomplete data might have been collected. However, with the adjustment to the survey used in this project and the narrowing of scope of this project to focus on “soft skill” components used to educate the fire service, it is possible that the data may be incomplete due to the sample and used.

The knowledge and judgement of the author should also be considered as a limitation in this ARP. The author has read extensively regarding the “soft skills” as a basis for this paper. Due to values and judgements inherent within the author’s life experiences, biases may occur within the questions used for the survey and the literature review when selecting documentation.

Interviews

The interview conducted with Chief Alan Brunacini during FDIC in Indiana was the result of a discussion that took place with Battalion Chief Robert Halton and Deputy Chief Ted Nee of the Albuquerque, New Mexico. Chief Brunacini’s expertise in the “soft skills” as they pertain to customer service both internally and externally within the fire service, enhanced the literature reviewed by the author and allowed a deeper analysis of information gathered.

Ms. Arnett Peterson, Principal of Sharon School in Mercer County, New Jersey was asked a question regarding the number of languages spoken in the Township of Washington. She was chosen due to her extensive knowledge of the demographics as they pertain to the

residents of New Jersey. This information was gathered through a working relationship between the fire department and the school district as well as through the parent / principal relationship as a result of children attending public school in the township.

Finally, the information furnished by Mr. Peter Hodge of *Fire Engineering* magazine was the direct result of a telephone conversation regarding the Executive Fire Officer Program and this project. Mr. Hodge's affiliation with *Fire Engineering* and his position as a Fire Chief in New Jersey allows for a unique perspective on "soft skills education.

RESULTS

The "soft skills" are an important part of the firefighter / Fire Officer's education. These skills allow for relationships to be built internally (within the fire department) and externally (within the municipality with the community / governing body. Issues surrounding the topics listed below have surfaced in fire departments statewide and have been seen on promotional examinations.

The focus of this project is to determine the necessary components with which to build curricula used for the education of fire service personnel pertaining to "soft skills." Preferred delivery methods for the fire service will also be determined with this survey. The pilot survey was deemed to have too much information broadening the scope of this project beyond manageable boundaries. In order to compile the information necessary and adequately review the literature pertaining to all topics, much more time would be necessary than allowed for this project. By extracting the questions pertaining to "soft skill" education for the fire service and focusing on this topic as well as delivery methods, an ARP was completed that forms the basis for internal and external relationships to be developed within the fire service.

A pilot survey was distributed during the week of January 15th, 2001 at NFA while the author attended the second week of SMOC. A statewide survey was completed during the period of March 16th to March 31st at programs and seminars directed at senior staff and Chief Officers sponsored by Rutgers University and DFS. Pilot surveys were distributed to emergency service personnel attending Strategic Management of Change and Executive Development, two-week courses, at the NFA between January 8th to the 19th, 2001. There were 46 surveys distributed and 36 surveys returned for this pilot for a return rate of 78%.

Pilot Survey

The questions asked in the pilot survey distributed at the National Fire Academy are listed below. The results of the data are reported after each question.

Question #1: What topics should be included in the development of curriculum to promote political education within the fire service?

The pilot survey determined the following topics to be of interest in the development of curricula to promote political education within the fire service. Topics available through the survey and their qualitative / quantitative results are as follows:

- 33 persons or 72 % of those surveyed were interested basic political structure,
- 18 persons or 26 % of those surveyed were interested in fire department administration,
- 4 persons or 8 % of those that responded were interested in citizen's academies,
- 16 persons or 35 % of those surveyed were interested in soft skill reinforcement,
- 9 persons or 19 % of those surveyed were interested in curriculums using the change management model,
- 8 persons or 17 % of those surveyed were interested in strategies and tactics,

9 persons or 19 % of those surveyed were interested in resources available to fire departments and no “other suggestions were made.

The correlation of data to the research resulting from the pilot survey suggests that the fire service is open to the prospect of including areas of study that are not specifically suppression oriented. The fire service acceptance of the development of curricula promoting political education reinforces the need for non-traditional education. The fire service understands that fire is not the sole reason for existence and from the results of this question, political influences and administrative skills are deemed necessary for fire department survival.

Question #2: What priority should program components take in the development of a basic curriculum for the political education of fire service personnel? (1=highest priority to 3=lowest priority)

The priority that program components should take when developing curricula varied among those that responded. The majority of the 36 persons that answered this question, 21 persons or 46 % were interested in basic political structure, 10 or 22 % interested in fire department administration and 4 or 9 % interested in soft skills reinforcement as their number one priority.

The second priority for 9 persons or 18% of those surveyed was basic political structure, with 12 or 26% interested in fire department administration. Soft skill education as a second priority resulted with 13 or 28% of those surveyed answering this question. Finally, five persons or 11% felt that basic political structure was the last priority, 11 or 24% felt that fire department administration was the last priority and 17 or 37 % felt that “soft skill” education was a last priority. Six people did not rank their priority.

Results of survey question #2 imply that the fire service is agreeable to learning about basic political structure, fire department administration and the “soft skills.”

Due to the complexity and volume of information available regarding the previously mentioned categories, the topic of “soft skills” education was chosen for this ARP. The reasoning resulting in a modified questionnaire determined “soft skill” education components are necessary for building relationships both internally, within the fire service and externally, in the fire department’s jurisdiction.

Question #3: What priority would you give each of the following components of the three categories identified for use in curriculum development?

Question #3 defines three curricula categories as basic political structure, fire department administration and “soft skills” reinforcement. Basic political structure is further prioritized as follows:

6 persons or 13 % of those surveyed prioritized forms of municipal governments as number one, while 15 persons or 33% chose this as a second priority and 14 or 30% considered education on this topic as a last priority.

23 or 50 % prioritized relationships of governing bodies as number one, 8 or 17 % prioritized this topic as a second priority in education dealing with basic political structure and 2 or 4% rated this topic as a last priority.

6 or 13% rated education in the statutes/ordinances as a first priority and 12 person or 26% rated this topic as a second priority and 14 or 30% considered this topic as a last priority.

8 people or 17% did not rank the topic of basic political structure as a priority.

The results of the topic of basic political structure and the priority given to these topics concluded that a basic understanding was important to the fire service.

Results of fire department administration topics were as follows:

12 persons or 26 % considered relationships to governing bodies important while 3 persons or 6% found the topic of regulation regarding relationships important. Cost of services was not important to any of the persons surveyed. The impact of legislation on training / staffing / budgetary process interested 11 persons or 24 % of those surveyed.

Fire department administration specifically related to relationships with the governing body and the impact of legislation on training, staffing and the budgetary process was important to the majority of those surveyed. These topics should be educationally developed, however, an understanding of the “soft skills” involved, such as communication, team building, consensus, etc. should first be explored.

“Soft skill” reinforcement resulted in 16 persons or 35% considering communication important, 5 persons or 11% considering networking important and 3 persons or 6 % considering coalition building important. Further results concluded that 1 person or 2% felt education involving the change management model was beneficial. Ethics was important to 6 people or 13%, while accountability was important to 2 persons or 4% of those surveyed. Education regarding consensus building appealed to 4 persons or 8 % of the survey group.

“Soft skill” education is an important aspect of fire department relationships. Development of a program with which to educate fire service personnel would benefit those dealing with external customers within the fire service. The ability to communicate is the highest priority as reported in the results of the answers for Question #3. Further development of these skills is the priority of the survey used during the research for this project.

Question #4: What teaching techniques would best facilitate the way you learn?

Lecture had 12 responses resulting in 26% preferring this method of delivery for educational seminars while 10 persons or 22% preferred written material. The majority of those surveyed agreed that simulation / practical exercises were the best way to convey material with 33 persons or 72% preferring this method. One person or 2 % of those surveyed stated that demonstrations would be beneficial.

Most adult learners learn best by doing as stated in the NFA ITCO course. A combination of delivery methods to include lecture, written material and practical exercises and simulations would be the preferred delivery method of those surveyed.

Question #5: What audio-visual equipment would best facilitate the way you learn?

A combination of audio-visual equipment and presentation methods would be used in delivery of course material. The overwhelming majority of people surveyed concluded that 33 persons or 72% preferred PowerPoint presentations. The use of video (18 persons or 26%), 13 persons or 28% wanted lecture 13 people or 28% liked handouts and 7 people or 15% wanted to use an overhead as their preferred method of delivery.

These results conclude that the answer to question #4 would suggest that a combination of delivery methods be used to educate members of the fire service. Most people, however, would prefer to learn by doing.

Question #6: What presentation format would facilitate easy scheduling while meeting educational needs of fire service personnel?

The majority of the fire service would be interested in stand alone modules as reported by 22 persons or 48% of those surveyed. Eighteen persons or 39% felt that a one day class would be most beneficial. Self-study was the choice of 5 persons or 11 % and 3 or 6 % would like to see a weekend course, a weeklong course and a course given by the NFA regarding this topic.

Stand-alone modules would be the ideal method of delivery for “soft skill” education. Each component could be developed into a module. Delivery would be more user friendly and fit more easily into a shift schedule. Compiling the modules into a back-to-back session would allow for use as a one day training session.

After consideration of the questions used in the pilot survey, the following questions were developed to apply to “soft skill” education within the state of New Jersey. Data collected is the result of the 80 surveys returned from 92 total surveys distributed.

Survey Results

The following are the results of the questions used in the survey that was distributed in the State of New Jersey. For a Table of Results, see Appendix B.

Question #1: Firefighters are taught suppression and operations throughout their careers. Should training in the “soft skills be included in fire service education?

The overwhelming majority of 78 people surveyed, or 98%, responded “yes,” that fire service education should include “soft skills.” Two people (2%) surveyed answered “no” to this question. The majority of those surveyed agreed with the research question that “soft skills” should be taught as part of a fire service education.

Question #2: What “soft skill” components should be included in fire department personnel training to foster the internal: fire department and external: community relationships?

Communication (verbal / non-verbal) was chosen by 75 people or 94% as the most important component of “soft skill.” Listening skills were the second most important component of this type of education with 64 people or 80% listing this topic as a component to be used in fostering internal and external relationships. Behavioral / attitudinal modification ranked third in the priority order for non-traditional “soft skill” education with 59% or 47 persons interested in

this topic. Networking and relationship building were the fourth most important component to be taught to the fire service with 42, or 53% people listing this component as necessary. Cultural diversity and sexual discrimination were reported to be of interest to 45% or 36 people that responded to the survey. Self image was the next component of fire department training deemed as necessary for the 36 people (45%) answering the survey followed closely by 34 people or 43% finding consensus building / conflict resolution to be a necessary component. The topics deemed less important by topics answered were humanity and civility with 28 people or 33% of those surveyed and feeling emotions with 24 people or 30% listing this component. Both of these topics had a 30 % or greater response that shows they are important to a significant number of fire service personnel. The component with the lowest response was “touching. Due to the self-image of the fire service, 14 people or 18% of the fire service was interested in this component.

The results of the research conducted answer the research question, “What “soft skill” components should be included in fire department personnel training to foster the internal: fire department and external: community relationships?” All of the components listed above should be included in fire department personnel training. As the fire service moves into the new millennium, personnel are more receptive to training that is non-suppression oriented. People are more willing to build relationships and work together at more than mitigation.

Question #3: What training methods can best facilitate the delivery of such educational programs for the fire service?

Hands-on training ranked number one as the preferred method for “soft skill” training with 76 % or 61 persons responding. Lecture was the second method with 51 persons or 64% preferring this method. Written material was the last method chosen with 35 or 44% responding that they preferred this type of method.

The results of question #3, “What training methods can best facilitate the delivery of such educational programs for the fire service?” were answered with the results confirming that hands-on training is the best method for fire service personnel. Lecture would be the next method of choice and written material being used as the third method. All methods of delivery ranked highly. The best delivery of “soft skills” training would realistically involve both hands-on and lecture delivery. Written material would be presented in the form of course handouts and would be available for future reference as needed.

DISCUSSION

The problem is that fire service training in the “soft skills” is not readily available in New Jersey to educate fire department personnel with the tools necessary to achieve internal and external relations within the fire department and the community. This problem as it relates to the research data collected and the literature reviewed, will be discussed in this section.

The majority of fire service training received by personnel is based on strategy, tactics and fire ground operations, or psychomotor skills that allow for mitigation of a hazardous situation. Life safety is the number one priority, followed by hazard mitigation and property conservation. The firefighter’s training is based mainly on reactions to rectify whatever hazardous situation is present.

Firefighters have long been known as action-oriented, overly aggressive people. They tend to be the Type A personality described by Friedman and Rosenman, “an action-emotion complex that can be observed in any person who is aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and if required to do so, against the opposing efforts of other things or other people. It is not psychosis or a complex of worries or fears or phobias or obsessions, but a socially acceptable – indeed often praised – form of

conflict.” (1974, p. 67.). With bigger budgets, cuts in personnel and less fire to suppress, emphasis has shifted from operations to the “customer.” The fire service is ready to embark on training of a different type that would help them deal with themselves, those that they work with daily and the community at large. The research presented in this ARP supports “soft skills” education for the fire service. The overwhelming majority of 78 people surveyed, or 98%, responded “yes,” that fire service education should include “soft skills.” Two people (2%) surveyed answered “no” to this question. The majority of those surveyed agreed with the research question that “soft skills” should be taught as part of a fire service education.

Components of soft skill education include communication of various types, elements of self-image and behavioral / attitudinal modification. These elements, when applied to life in the fire service, lend to relationship / team building, consensus building and conflict resolution. In turn, learning these skills allows for acceptance of cultural diversity and less discrimination, adding a much-needed element of humanity and civility to all relationships in the emergency service world.

Communication may be verbal or non-verbal. As applied to this project communication is referred to as verbal when spoken or written. Non-verbal communication refers to the use of body language, tone of voice, the emotions and feelings behind the spoken / written word, touching and listening to what is said (and not said) by others. Webster defines communication as the, “act of communicating / passing of information.” (1992, p. 86.)

The literature reviewed substantiates that spoken and written communications need to be clear and conscious. Communication (verbal / non-verbal) was chosen by 75 people or 94% as the most important component of “soft skill.” Dr. Fleming is specific in his directions for defining goals and objectives: “ A learning objective is a clear and concise statement of what a

trainee should be able to do after completion of a training activity.” (1998, p.14.). Non-verbal communication is not as easily read making training imperative.

Both Goleman and Montagu concur that non-verbal communications reflective of emotion play into the body language of the person speaking. “Just as the mode of the rational mind is words, the mode of the emotion is nonverbal. Indeed, when a person’s words disagree with what they conveyed via his tone of voice, gesture, or other nonverbal channel, the emotional truth is in how he says something rather than in what he says. One rule of thumb used in communications research is that 90 percent or more of an emotional message is nonverbal.” (Goleman, 1995, p. 97.) Nonverbal communication is a very powerful tool. It not only conveys the emotions (or non-emotions) of the speaker, but conveys a message that is taken in tacitly as well as subconsciously. “Thoughts and feelings are often communicated in nonverbal ways, through movements of the body. The study of this subject is known as Kinesics. Kinesics is concerned with the exploration of the constant adjustments, without their necessarily being aware of the fact that they are making them, which human beings are constantly engaged in in relation to the presence and activities of other human beings.” (Montagu, 1971, p. 92-3.) ““People’s emotions are rarely put into words; far more often they are expressed through other cues. The key to intuiting another’s feelings is in the ability to read nonverbal channels: tone of voice, gesture, facial expression and the like.” (Goleman, 1995, p.96.)

First responders and EMTs are taught to read the face when assessing for injuries to their patients. Fire service personnel need to be able to detect the emotional injuries of those around them, as well.

Emotion has long been taboo in emergency service work. Due to firefighter views of feelings and emotions, 24 people or 30% listing this component as important. Both of these

topics had a 30 % or greater response that shows they are important to a significant number of fire service personnel. Suppression of emotions is instilled upon firefighters as part of their indoctrination in the fire service. The need to express emotions has been addressed by CISD teams, but only after devastating events have occurred affecting large numbers of personnel. Wegscheider-Cruse explains that humans are emotional beings and that emotions need to be expressed, not suppressed. Her examples site children and the effect of emotional suppression, as they become adults. “Psychologists, counselors and therapists have placed a great deal of emphasis on the importance of getting in touch with one’s feelings...First of all, getting in touch means becoming aware that we have feelings. Getting in touch with our feelings means becoming acquainted with our subterranean emotional life. And it means learning to accept our emotional life as a natural aspect of ourselves, not something to be feared or shunned as repugnant.

When we’re not in touch...we’re overwhelmed by our own emotions and perplexed by the emotions of others...When we’re in touch with our emotions – when we have a grasp of the language of feelings – we have indispensable tools for resolving emotional problems throughout life. The ability to resolve these problems makes real growth and development possible.”

(Wegscheider-Cruse, 1987, p. 34-5.) Our personalities are formed as children and tendencies toward type A behavior are groomed as we grow. In order to survive, emotions are suppressed and firefighters often look for an action based release for the inner “stuff” that we don’t want to or don’t know how to deal with.

In order to have empathy for both internal and external customers, firefighters must first be in touch with their own emotions and feelings. This concept is often foreign to those in the fire service, as we tend to present a facade of toughness. Goleman is clear as to the reasoning

behind learning to empathize with those around us. “Empathy builds on self awareness; the more open we are to our own emotions, the more skilled we will be in reading feelings.

Alexithymics...who have no idea what they feel themselves, are at a loss when it comes to knowing what anyone else around them is feeling. The emotional notes and chords that weave through people’s words and actions – the telling tone of voice or shift in posture, the eloquent silence or telltale tremble – go unnoted.” (Goleman, 1995, p. 96.)

Touching is a product of showing and observing emotion. Montagu relates touch and emotion as a social acceptance among humans. Emotions are expressed through the touch, or lack thereof, shown to those around us. “Although touch is not itself an emotion, its sensory elements induce neural, glandular, muscular, and mental changes which in combination we call an emotion. Hence touch is not experienced as a simple physical modality, as sensation, but as emotion.” (Montagu, 1971, p. 110.) “The skin, like a cloak, covers us all over, the oldest and the most sensitive of our organs, our first medium of communication, and our most efficient of protectors. Perhaps, next to the brain, the skin is the most important of all organ systems.” (Montagu, 1971, p. 1.) Firefighters do their best to avoid anything associated with the label, “touchy-feelly.” Brunacini stated in the interview with the author that there is nothing wrong with a hug. The author has had the opportunity to hug many on and off the fireground. This is a formal greeting expected by those who know the author, both male and female. The component with the lowest response was “touching. Due to the self-image of the fire service, 14 people or 18% of the fire service was interested in this component. However, with the pent up emotion present in firefighters and the personalities that are involved, there are times that a hug, a pat on the back or an arm around a shoulder would go a long way. The fire service needs to allow themselves the luxury of healing from their wounds. Touch is a social acceptance that has deep

physiological effects and is tied with emotional health. Hugs make everyone feel good, as does a pat on the back or a handshake.

Listening is as big a part of the communication as the message that is being imparted. Listening skills were the second most important component of this type of education with 64 people or 80% listing this topic as a component to be used in fostering internal and external relationships. Without listening to what is actually being said, hearing between the lines, the true message may be lost. Gentile explains that listening is an art and suggests key point for mastering the subject in his publication, *The Positive People Newsletter*. He defined a set of rules for active listening:

“Key Points for Listening

1. Accept the speaker’s attitude and his feelings
2. Listen attentively – avoid interrupting and arguing
3. Ask Questions involving: How? - What? – Where? Etc.
4. Don’t be afraid of silence – Pauses can be helpful
5. Turn questions back...
6. Repeat the speaker’s thoughts in your [words] for occasional summarizing
7. Encourage the speaker to explore further...
8. Where can we improve our mutual understanding for the future?” (Gentile, 2001, p.3)

Often firefighters pretend to listen but are caught up in another task that takes priority. Most have tried to convey a message and had the person we were speaking with shuffle papers and become so preoccupied that we felt ignored and unaccepted. Another phenomenon that occurs is the “war story syndrome,” better known as “top this.” All have observed and perhaps

taken part in the recitation of events that need to be bigger and better than the story told prior to ours. Stories tend to get out of hand and the person that needed to be listened to is often unheard. Goleman explains that our own emotions often get in the way of hearing what the other person is trying to say. We close the other person out and are lost in our own unexpressed emotion.

Self-image is derived from the way we see ourselves and the way we perceive ours seeing us. ITCO weighs Maslow's Hierarchy of Needs and stresses its importance to the learning environment of a Fire Company or department. Self image was the next component of fire department training deemed as necessary for the 36 people (45%) answering the survey. The fire service environment impacts a member's perceives themselves. Maslow's many levels of needs define how a member fits into the organization as well as how they react to internal and external relationships. Physical and security needs are met by the building that houses an organization. Eating at a firehouse meets the both physical and social needs. Self-image is determined from the level of self-esteem and self- satisfaction a person derives from their position and experiences in the organization. "Firefighters need to feel respected by self and others." (FEMA, 1991, p. IG 1-10.)

Criticism can be the deciding factor in people's view of themselves. This factor may have long-term effects on a person and the way they deal with relationships throughout their fire service career. Communication is paramount in how individuals accept criticism. Dale Carnegie has a firm belief that criticism is a force that will destroy. Many people remember the criticisms that they suffered throughout their careers. These feelings fester and are often carried for a lifetime. "Criticism is futile because it puts a man on the defensive, and usually makes him strive to justify himself. Criticism is dangerous, because it wounds a man's precious pride, hurts his sense of importance, and arouses his resentment," in *How to Win Friends and Influence*

People. (1936, p. 21.) Criticism can destroy everything that an organization has worked for. Many feel that public criticism has its place in the public eye. However, Dale Carnegie had insight as to the long-term effects of criticism on employees / coworkers attitudes. After criticism has taken place, Carnegie states, “You have struck a direct blow to his intelligence, his judgement, his pride, his self-respect. That will make him want to strike back. But it will never make him want to change his mind...you will not alter his opinion, for you have hurt his feelings...You will never get into trouble by admitting that you may be wrong. That will stop all argument and inspire the other fellow to be just as fair and broadminded as you are. It will make him want to admit that he, too, may be wrong.” (1936, p. 110-112.) When a person admits that new ideas or a change may not be correct or that a change may not work as planned from the outset, defense mechanisms are not engaged and communication is more likely to occur. When groups or individuals are not made to feel that they have to defend themselves while the facts pertaining to a problem or situation are discussed, there is more willingness to resolve the conflict and listen to the ideas presented.

Forces that destroy the highest levels of human needs are critically based. “If you and I want to stir up a resentment tomorrow that may rankle across the decades and endure until death, just let us indulge in a little stinging criticism – no matter how certain we are that it is justified... When dealing with people, let us remember we are not dealing with creatures of logic. We are dealing with creatures of emotion, creatures bristling with prejudices and motivated by pride and vanity...And criticism is a dangerous spark – a spark that is liable to cause an explosion in the powder magazine of pride...” (Carnegie, 1936, p. 27.)

Behavioral / attitudinal modification is based in communication. Changes cannot be made to individuals or entire organizations without clear statements that explain the behavior and

attitudes to be changed. Resistance to change is the norm in the fire service. A favorite saying is, “Two hundred years of tradition, unimpeded by progress.” Cushman and McPhee relate the process associated with changes in attitude and behavior to the individual actually hearing the message that is sent regarding the change. Their explanation is as follows, “...the set of attitudes and beliefs that its author seems to intend that its hearers should adopt as a result of hearing (or reading) the message. Generally speaking, a structural model of message effects involves the assumption that the message will have its impact either by introducing new information into the recipient’s old cognitive structure, or by bringing to light internal contradictions and implications, which the recipient will process by changing his attitude...One clear relevance of the attitude-behavior literature to persuasion theory is the new direction it gives to this “structural effects” approach to messages...we should determine exactly what variables are the most direct determinates of behavior, and design our messages to project desired values of those variables.” (1980, p. 37.) In other words, a person has to know what attitude or behavior they are being asked to change in order to be able to change.

Communicating the message and having people understand what they are expected to do is the first step in effecting change. SMOC spends two weeks on these concepts and incorporates these ideas into the Change Management Model.

Relationship and team building are accomplished through the use of communication, behavioral / attitudinal modification and an individuals self image. Behavioral / attitudinal modification ranked third in the priority order for non-traditional “soft skill” education with 59% or 47 persons interested in this topic. Networking is a significant factor in relationships and team building as it meets Maslow’s Hierarchy of needs and forces both verbal and non-verbal communication to take place. Networking and relationship building were the fourth most

important component to be taught to the fire service with 42, or 53% people listing this component as necessary. Informal and formal leaders emerge as relationships are built. Strengths and weaknesses of all members are defined as the relationships develop. Team building draws on the strengths of individuals to counter the weakness inherent in the group. All participate and build a strong organization while helping each other in a mission that the group defines. Team building lends to relationship building. Rhodes concurs with Carter and Brunacini on this point stating, “We must ensure that we first sell ourselves on our philosophy, goals, issues, and services (product). To be convincing, we have to know our jobs. We have to know everything about our jobs so that we are truly the subject matter experts.” (Rhodes, 2001, p.83.)

Social needs encompass the human desire to feel a part of a team. “Firefighters like feeling part of a team. Social needs are met by being part of a fire company. [A Fire] Company is an interdependent working group.” (FEMA, 1991, p. IG 1-9.) Both Brunacini and Carter explain the need for team building in order for an organization to thrive. All members need to be part of the group. Communication must take place before traditions to be passed on, changes to occur and a mutual understanding to exist. To understand those with whom we work (internal customers), as well as those within our community (external customer), relationships must be built. Teams often need to be formed in matters of funding for new apparatus, equipment, buildings, etc. The community is often the deciding factor in these issues. Without a firm relationship between the fire department and the citizens, it is hard to get the basics that a fire department needs to operate. However, if community is involved and supports those in the fire department, changes often occur that benefit the emergency service provider. Goldfarb

emphasizes that the customer cannot choose how fire service personnel will treat them. The person providing the service has to maintain control over the customer's situation.

Consensus building and conflict resolution are elements used in building relationships and team building. Thirty-four people or 43% finding consensus building / conflict resolution to be a necessary component. Whenever individuals are brought together as a group, differences occur. Conflict is on going in most fire departments from the shift level up through agencies and organizations within the community to outside organizations within the same state. Every fire department has a shift that is perceived to not do anything, as well as a mutual aid company that is not liked due to personal differences. New Jersey has the Division of Fire Safety that is a favorite target of those who don't agree with mandated training. The Division is not responsible for making rules on training, just for the enforcement of these regulations. Compton and Bruno agree that certain elements are necessary for conflict resolution to take place. "As we know, mutual trust is a key to teamwork....People do not trust leaders they do not respect, and they do not respect leaders who are disrespectful toward them....People cannot be inspired by someone to behave or perform in a certain way unless they feel a sense of mutual respect...which leads to mutual trust." (Compton, 2000, p. 66.) "Furthermore, "[a] willingness to work together on problems where they can agree on common goals. They may disagree over strategy or tactics to attain an objective, but at least they're talking to each other and, in some cases, making compromises to present a unified front." (Bruno, 1990, p. 12.)

The SMOC course and Alan Brunacini both emphasize the need for compromise. If both sides work toward an amicable ending with a little change on each side, there will come a point where the sides need to change very little. Building a consensus does not mean that one person or group must abandon their principals and vision of the end result, it means instead that a

combined vision that benefits the most people is modified to a point where all can live with the end result. Some people do not care to make concessions and are generally the target of the change. However, most people can be persuaded to change when the reasons behind the change are explained. People must feel as though they have input into the decision for the change and that they are being heard when they express their opinions regarding the change.

An important component of “by-in” for any change is trust. Remember Dennis Compton’s statement regarding mutual trust is key to teamwork. It is a building block in conflict resolution and consensus building and part of the foundation in building relationships.

Diversity, as defined by Brunacini, and paraphrased by the author, is the differences that exist among each person. Difference is good and must be tolerated. If everyone were the same, things would appear to work smoothly in the world. However, the scope of thought would continually be narrowed as everyone assimilated the others in their group. . Cultural diversity and sexual discrimination were reported to be of interest to 45% or 36 people that responded to the survey.

The 2000 Census and Dr. Sussman’s work both paint an America that has a diverse cultural background from that of Benjamin Franklin’s fire department. Upadhyay sites the number of languages spoken in the United States. Each culture may have a deviation of a language. Many cultures combined with religious and ethnic groups are found in the fire department and the community that surrounds it. Understanding those that are different is essential to building relationships. The fire service is still predominately white and male in composition. The fire service often does not reflect the faces of the community that it serves. Harris Sussman points out that approximately one-third of the population in the United States is white and the majority of the white race is female.

More women are entering the fire service. New Jersey has a few women that apply for the state firefighter civil service test in an attempt to become a career firefighter. Of the few that have taken the written test and passed, most drop out or do not pass the physical portion of the test. At the time of this research project was being completed, eight career females are employed in the state. A few hundred of the “1,699” females listed in the data banks at the Division of Fire Safety hold firefighter certification, most are volunteers, EMTs and / or Fire Inspector / Officials.

Discrimination and harassment are synonymous with the fire service. Horror stories are found nationwide reflecting the discrimination of a group or individual as are stories of gender bias and sexual harassment due to gender or orientation. The NFA Human Dignity Statement reflects the federal intolerance of discriminatory practices. This statement is often referred to in all classes held at the National Emergency Training Center. Some students, as a reminder to be politically correct, have been made to carry the plaque for a specified time frame. The fire service has to realize that the world is changing. The younger generation is aware of more differences than the generation that entered the service before them. Differences of race, culture and religion are acceptable and easier to grasp as long as they are not generational. The fire service as a whole has to realize that “the times, they are a changing,” and a need exists to get with the program. Practicing civility and humanity is part of the solution to fill the void existing in the fire service of the 21st century.

Civility and humanity relate back to the simple principals of playground educate that our parents taught us as we were growing up. These principals are found in the writings of Fulghum, Carter, Brunacini, Bruno, Bruegman and countless others, simply stating to be nice to people. Humanity and civility, although a necessary component of “soft skill education, ranked low in the survey in importance with 28 people or 33% of those surveyed. The fire department is our

family. They may in fact treat our family members. If we can't be there for our families, how can we be there for the community that supports and employs us? We need to show the kindness to those around us that we would in fact want shown to us. Practicing humanity and civility goes along way in building relationships. The effort is well worth the payoff. People can and should live in a civil atmosphere. Treating people kindly does not mean that conflict will not be found and that compromise will not be necessary, it means that there are solutions and win-win situations are part of the real world.

Dr. Carter sums up civility by stating, "...come together to create that ' of the fire service that Andy and I seek to perpetuate. It is this close soul relationship that we need to nurture. Rather than growing into armed camps of career versus volunteer, fire versus EMS, and fire versus police, we need to find the common ground we all occupy...It is my contention that we need to work the spiritual, or soul side of the street for a change. We need create a desire in our people that will motivate them to want to serve. We need fewer people who enter the fire service just for thrills or for money. I am not suggesting that we stop studying the technical side of firefighting. I am just suggesting that we need to step up our emphasis on the attitudes and concerns of the people who are being asked to risk their lives on behalf of their fellow citizens...The answer to this is quite simple. Treat them like living, breathing, human beings, possessed of a certain level of intelligence." (2001, p. 4.) Brunacini concurs by stating that we should all be nice to each other.

Delivery methods of the curriculum that would be developed should be completed in written, lecture and practical formats. They should be available in modular form so that they could be employed as part of department drills and also as a complete seminar. Hands-on training ranked number one as the preferred method for "soft skill" training with 76 % or 61

persons responding. Lecture was the second method with 51 persons or 64% preferring this method. Written material was the last method chosen with 35 or 44% responding that they preferred this method. ITCO explains that the adults are best able to learn by being told how to do a task while doing the task. Hands-on practicals aid in the ability of firefighters to assimilate the skills they are being taught.

In summary, the fire service is ready for the implementation of “soft skills” education. The impact to the organization is more effective relationships for both the internal and external customer. Implementing all components of communication and self-image as the building blocks of “soft skills” education will further the other areas identified by this research. Communication is the root of relationship / team building, acceptance of cultural diversity and discrimination and fosters humanity and civility. Several pieces of literature have been published explaining the need for humans to understand themselves and others. Components of soft skill education include communication of various types, elements of self-image and behavioral / attitudinal modification. These elements, when applied to life in the fire service, lend to relationship / team building, consensus building and conflict resolution. In turn, learning these skills allows for acceptance of cultural diversity and less discrimination, adding a much-needed element of humanity and civility to all relationships in the emergency service world.

RECOMMENDATIONS

Several curriculums exist within the emergency service spectrum containing components necessary to develop a program addressing relationship between fire department members and the municipality they serve. While knowledge of “soft skills” components exist, fire service curriculums which serve to facilitate change through communication techniques, team building, cultural diversity / sexual discrimination and conflict resolution have not been combined into one

program. Determining the necessary components for developing a curriculum focused on the “soft skills” is essential for fire service education with respect to both internal and external relationships.

The results of the research conducted for this ARP confirm that the fire service is ready for curricula to be implemented that would train personnel in the “soft skills.” Survey results returned a rate of 98% in favor of “soft skills” education for the fire service. Volumes of information have been printed in books, magazines, on the Internet, etc. regarding the benefits of this type of education. The literature reviewed during this project confirms the research results. Results positively answer the research question, “Should training in the “soft skills be included in fire service education?”

Implementation of curricula for the soft skill education of fire service personnel could be completed with ease between the Division of Fire Safety and Rutgers University under the Fire Grant. Several courses are offered during a semester. In addition to the semester course offerings, conferences are provided to special interest groups three times per year under the grant.

Identification of an effective delivery method, incorporating lecture, written material and/or hands-on training, is necessary to promote this type of education. The implications for Rutgers University would entail developing the course from the outline presented in Appendix D. Handouts (44% requested written materials for a developed program) and a PowerPoint presentation combined with lecture (requested by 64% of those surveyed) would be developed for this program. Many exercises that involve hands-on training should be part of the curricula to reinforce the written materials and lecture.

Further, the design of the seminar would be such that it allowed for a modular form of presentation. The implication of this form of presentation would allow for delivery at the department / company level in shorter blocks of time. This aspect would provide shorter time blocks of a “new” concept to be presented to large or small groups of personnel.

Results of the survey listed above positively answer the question, What training delivery methods can best facilitate the delivery of such educational programs for the fire service?

The final research question from the survey to be reported on included the forms of education to be included in the development of a curriculum. The question, “What ‘soft skill’ components should be included in fire department personnel training to foster the internal: fire department and external: community relationships?” Survey results and the literature reviewed substantiated this question with the following results:

| | |
|--|-----|
| Communication | 94% |
| Listening skills | 64% |
| Behavior / Attitudinal Modification | 59% |
| Networking / Relationship building | 53% |
| Cultural diversity / Discrimination | 51% |
| Self-image | 45% |
| Concensus building / Conflict resolution | 43% |
| Humanity and Civility | 33% |
| Emotions and Feelings | 30% |
| Touching | 18% |

(See the “Table of Results” listed in Appendix B. for further details from the survey.)

Both Rutgers University and the Division of Fire Safety, after a pilot program had been developed and premiered, would then be evaluated. After the evaluation process, adjustments would be made and the seminar would again be presented until assimilated by the organizational culture.

Further recommendations include the direct “selling” of this type of education to the fire service so that communication will take place to subside fear of a “new” concept being forced on firefighters. This premise is substantiated in the SMOC manual and the Strategic Management of Change Model. Additionally, changing the organizational culture may be difficult. To help the process, by in from the top-down and from the formal and informal leaders must be sought.

The purpose of this research project has been met through the use of the descriptive, action and evaluative methods were employed to answer the survey questions. When the components of communication are institutionalized within an organization, relationship / team building are enabled. Acceptance of diversity is more easily tolerated when differences are explained through effective communication. Humanity and civility follow. The determination of essential components for “soft skill” education and identify the delivery methods necessary for effective growth of internal and external fire service relationships correlated with the findings of others through the literature reviewed.

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APPENDIX A

**Applied Research Project Survey for
Strategic Management of Change in the Executive Fire Officer Program**

The majority of fire service personnel are not educated to effectively function within the political arena. In order to efficiently effect change within the political arena the fire service must understand the basic political structure, fire department administration and the incorporation of “soft skills.” Development of a curriculum that incorporates lecture, written material and hands-on training essential to politically educate the fire service. Your answers to this survey will aid in the development of this curriculum. Thank you for your cooperation.

Note: If you answer “other”, please specify in the blank space, what this pertains to.

1. What topics should be included in the development of curriculum to promote political education within the fire service?
 basic political structure fire department administration citizen’s academies
 soft skills reinforcement change management model strategies and tactics
 resources available to fire departments other _____

2. What priority should program components take in the development of a basic curriculum for the political education of fire service personnel? (1=highest priority to 3=lowest priority)
 basic political structure fire department administration soft skills reinforcement

3. What priority would you give each of the following components of the three categories identified for use in curriculum development?
 basic political structure
 forms of municipal governments relationships of governing bodies statutes/ordinances
 fire department administration
 relationships to governing body regulation regarding relationships costs of services
 Impact of legislation on training / staffing / budgetary process other _____
 soft skills reinforcement
 communication networking coalition building change management model
 ethics accountability consensus building other _____

4. What teaching techniques would best facilitate the way you learn?
 lecture written material practical exercises / simulation other _____

5. What audio-visual equipment would best facilitate the way you learn?
 powerpoint video lecture handout overhead other _____

6. What presentation format would facilitate easy scheduling while meeting educational needs of fire service personnel?
 stand alone modules one day class self-study other (specify) _____

**Executive Fire Officer Survey
for Strategic Management of Change Applied Research Project
Please complete and return to: Lori L. Bainbridge – Rutgers University**

The “soft skills” are an important part of the firefighter / Fire Officer’s education. These skills allow for relationships to be built internally (within the fire department) and externally (within the municipality with the community / governing body. Issues surrounding the topics listed below have surfaced in fire departments statewide and have been seen on promotional examinations.

The focus of this project is to determine the necessary components with which to build a curriculum to use for the education of fire service personnel. The best delivery methods for the student will also be determined in this survey.

1. Firefighters are taught suppression and operations throughout their careers. Should training in the “soft skills be included in fire service education?

Yes _____ No _____

2. What “soft skill” components should be included in fire department personnel training to foster the internal: fire department and external: community relationships?

| | |
|--|--|
| _____ Communication (verbal / non-verbal) | _____ Listening Skills |
| _____ Feeling Emotions | _____ Touching |
| _____ Behavior / Attitudinal Modification | _____ Networking / Relationship Building |
| _____ Consensus Building/Conflict Resolution | _____ Humanity and Civility |
| _____ Cultural Diversity / Sexual Discrimination | _____ Self Image |

3. What training delivery methods can best facilitate the delivery of such educational programs for the fire service?

_____ lecture _____ written materials _____ hands-on training

Thank you for your time in completing this survey. For further information relating to this project, please feel free to contact me at Rutgers University.

My e-mail address is: Lorib@rci.rutgers.edu

Phone: 732/932-3640 x 623.

APPENDIX B

Table of Results

The total number of responses for this survey was 80.

The total number of surveys handed out was: 92

Question #1: Firefighters are taught suppression and operations throughout their careers. Should training in the “soft skills” be included in fire service education?

| | # responded | percentage |
|-----|-------------|------------|
| Yes | 78 | 98% |
| No | 2 | 2% |

Question #2: What “soft skill” components should be included in fire department personnel training to foster the internal: fire department and external: community relationships?

| | # responded | percentage |
|--|-------------|------------|
| Communication (verbal / non-verbal) | 75 | 94% |
| Listening Skills | 64 | 80% |
| Behavior / Attitudinal Modification | 47 | 59% |
| Networking / Relationship Building | 42 | 53% |
| Cultural Diversity / Sexual Discrimination | 41 | 51% |
| Self Image | 36 | 45% |
| Consensus Building/Conflict Resolution | 34 | 43% |
| Humanity and Civility | 28 | 33% |
| Feeling Emotions | 24 | 30% |
| Touching | 14 | 18% |

Question #3: What training delivery methods can best facilitate the delivery of such educational programs for the fire service?

| | # responded | Percentage |
|-------------------|-------------|------------|
| hands-on training | 61 | 76% |
| Lecture | 51 | 64% |
| written materials | 35 | 44% |

APPENDIX C

Interview With Alan Brunacini at FDIC on February 28, 2001

(The following is synopsis of an impromptu interview conducted in Indianapolis, Indiana at the Fire Department Instructor's Conference 2001. This synopsis includes notes from the seminar, "Effective Boss Behaviors.")

Effective Boss Behaviors

- Customers are everyone except us. Bosses that put a lot of energy into relationships. These are quality relationships. These relationships effect delivery of services outside the system. People are taught things so that they could do things.
- In a performance-oriented event, the customer doesn't know the technical aspects of the job.
- The organizational structure reflects how we treat those in the organization. Managers manage the way that we feel. We deal with people's feelings. People need to train regarding customers and their feelings.
- Old managers in the system need to try new stuff or change the guard. When the guard changes, the Boss Rules often change. There is usually mistrust by the politicians that have dealt with the old guard that are now faced with the new guard. Political communications are important. Most politicians don't know about our business and we don't teach them. City councils and civic leagues need to be educated. Let them understand what we know and do. Get to know them.
- Be responsible for yourself. Life is different. A generational process takes place. Latch-keys entertain themselves. Kids expect more than before. Look at the workforce in four years. Go to high schools and look at the kids. Kids go off on a tangent. We need to treat kids like

adults. Their values are the same, there is a difference in styles. The perception (of kids) is that politicians are not inherently evil.

- Compromise is a part of this generational culture. It has been part of the educational system for this generation. They want an explanation of why things are the way that they are.
- Seniority is not explained to the younger generation. They do not understand the concept of merit based on longevity.
- This generation makes exceptional firefighters.
- Boss behaviors necessary for this generation are communication.
- Diversity is part of strategic planning.
- Nothing changes. Bosses have to listen to the little guy. Workers watch the boss and see business as usual. Strategic planning includes listen skills. Listening helps the organization move, grow and change. Bosses have to convert listening skills and behaviors to strategic planning.
- No one ever taught “he” or “she” how to behave. People learn how to live through their they learn how to behave. People admire the position of power. They emulate the behavior of people in the position of power. Behaviors are learned by watching others through education and networking.
- Compromise and Conflict Resolution are on both sides of the generation gap with the need to compromise. How much does each side need to change to get to the point that they have to change very little on each side? Make changes a little at a time
- Where politicians are involved, we lose credibility. We are the problem. Special interest groups may help us or hurt us.

- We need to understand the dynamics of relationships. Women act like they are expected to. Politicians act the way they are expected to act. They take the political position that is expected. We don't like them because they are different. In the fire service, difference is diversity.
- Behavior needs to be respected. Respect is a change agent. Be open, cast out the old, don't reel in. If the system changes, give the authority to change the system, but don't work to wreck them (the system) while you are waiting to change. Keep raising the bar, some will train themselves to reach the bar.
- Interview : February 28th, 2001 – 2 PM.
- We need to teach Civility 101. This would include cultural diversity, current events, people places, things. Talk to and invite in bar tenders, addicts, cab drivers, prison guards, unindicted co conspirators. These people deal with the public and provide customer service.
- Take care of the Family. The family is the firehouse. Historically, we know most about the buildings. We need to pre-plan the people. People come with the buildings. These people have physical capabilities. Group dynamics come with the people. Teach dynamics of the groups. Know the behaviors of the groups and the language than plot the demographics. Spread this information out in the system. Start outside of the groups. Make a big deal and these conversations boomerang.
- Make a function of behaviors such as respect, consideration, ask “where does it hurt?” Have patience and be compassionate. Teach the basics. Hang guilt posters.
- Practice servitude. Make the employees serve the customer. Put the effort towards the outside (customer). Practice small acts of kindness and pass them on.

- Values were taught at an early age. Bring them out.
- Basics include packaging. Nothing gets done until you make the sale.
- Leadership equates servitude.
- Strategic Management of Change: Everyone adds their part of the picture. The boss encourages all to paint their part of the picture. The boss herds the people to the picture. Everyone has some stuff in the picture. Bosses herd the people to the picture. Think out of the box. We want to march people. Most people today move like a herd. Find out which way they want to go. Some people move slow, some move a little off course.
- Green is a good color, it goes with everything. Things blend.
- Compare family practice to business practice. (Treat your business like family.)
- Little by little the picture is completed. Most pictures are in progress. An area is completed and other areas are started. You have to see what stage the picture is in. Have to see how long it takes to change the picture.
- How do you make change interesting? Think of people, places and things that were interesting. How do we create work that is interesting? The work is interesting, the rest (the job) isn't. An example: Training program – leave a box at the station. Crew has to open the box. There is a bottle with a note. They have to follow what the note says. It is a drill. Would this be interesting?
- Entertainment value – Next generation has to be entertained. Take advantage of the instant gratification factor. Make things short, sweet and obvious.
- Excessive compulsive behavior and personality types. Who makes it in the fire service? The “Don't mess with my picture” syndrome. “I can do better.”

- Personal discussion followed with treating people kindly and being civil to each other.

These are the basics that we all grew up with.

The interview concluded at approximately 4 PM.

APPENDIX D

- I. Introduction
 - A. Traditional Fire Department Training
 - Physical Training
 - a. Operations
 - b. Suppression
 - Type A Behavior
 - a. Definition
- II. Soft Skills Education
 - A. Components
 - 1. Communication
 - a. Verbal / written
 - b. Non-verbal
 - i. body language
 - Tone of voice
 - Listening
 - Emotion / feelings
 - Touching
 - 2. Self-Image
 - Maslow's Hierarchy of needs
 - 3. Behavior / Attitudinal Modification
 - 4. Relationship / Team building
 - 5. Consensus Building / Conflict Resolution
 - 6. Cultural Diversity / Discrimination
 - 7. Civility / Humanity
- III. Communication
 - A. Verbal
 - 1. Spoken Word / Written Word
 - a. Exercise
 - b. Given a scripted, spoken statement
 - c. add your introduction and pass on
 - d. add each persons introduction and see the end result
 - e. Written word: given a directive, put in your own words
 - f. pass your version on
 - B. Non-verbal communication
 - 1. Body language
 - a. body position / posture
 - b. movement
 - c. physical space
 - d. exercise - Space / Stance
 - 2. Tone of voice
 - a. Reflects emotions
 - 3. Emotions / feelings
 - a. Stereo type of firefighter
 - b. Human aspects of firefighting
 - c. Empathy – emotions of others
 - 4. Touch

- a. Physiological changes
- b. Monkey / rat study
- c. Firefighter touching
- 5. Listening
 - a. Non-verbal messages
 - i. Not paying attention
 - ii. War stories / top this one
 - b. Keys points for good listening
 - c. Exercises
 - d. Scripted message w/ body language
 - e. Exercises
 - i. mirrored listening
 - ii. issues as they influence the process of empathy
- IV. Self – Image
 - 1. Perception
 - a. Self view
 - b. Others view
 - 2. Maslow’s Hierarchy
 - a. Physical needs
 - b. Security needs
 - c. Social needs
 - d. Self esteem
 - e. Self satisfaction
 - 3. Building your self image
 - a. Analyzing above components
 - b. Incorporate self esteem and satisfaction
 - c. True self / self that the world see
 - d. Exercise – what are you good at
 - i. List strong points in YOUR leadership ability
 - ii. Save for later
- V. Behavioral / Attitudinal Modification
 - A. Accomplished through communication
 - 1. Behavior modification through direct communication
 - a. Exercise with communications
 - 2. Reward good behavior
 - a. Examples from participants
 - 3. Maslow’s Hierarchy
 - 4. Formal / Informal leaders
 - a. Steps to minimize resistance
 - b. By in / Consensus
 - 5. Exercise – how to effect attitudinal change
 - a. given a problem, map a plan to effect change in behaviors and attitudes
- V. Building Relationships / Team building
 - A. Communication / listening

1. Expected qualities
2. Networking
3. Internal / External Customer
- B. Team Building
 1. Maslow
 2. Formal / Informal leadership
 3. Strengths / weaknesses
 4. Exercise : group dynamics – Build on last exercise with self image
 - a. Form groups and give a task
 - b. Watch group dynamics – assign tasks for strengths
 - c. Hold exercise for later
- VI. Consensus Building / Conflict Resolution
 - A. Consensus Building
 1. Top down / bottom up
 2. Generational
 3. Compromise
 - B. Conflict Resolution
 - C. Communication / listening
 1. Flow of information
 2. Message Intended / Message Sent
 - a. Top – down management
 - b. Bottom – up management
 - c. ID who can make change
 - d. Level of involvement – where
 - e. Compromise
 3. Exercise – build on last exercise by upsetting the groups flow. List compromise, results of conflict, concessions
 4. Effects of criticism
- VII. Cultural Diversity / Discrimination
 - A. Definition
 - B. Differences
 - C. Statistics
 1. Census
 2. Sussman’s Research
 3. Human Dignity Statement
- VIII. Humanity / Civility
 - A. Treat people
 - B. Applying all soft skill components
- X. Summary